



Kindness

Positivity

Respect

<u>SCIENCE MEDIUM TERM PLANNING</u>		
Year Group: 3	Term: Autumn 1	Theme: Eat Happy
<p>National Curriculum Substantive: <u>Animals Including Humans</u> To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>		
<p>National Curriculum Disciplinary: To identify and classify – how can we group the food that we eat? To gather, record, classify and present data in a variety of ways to help in answering questions.</p>		
<p>Context: In this unit we want children to understand that we are able to make choices around the type, quantity and origin of the food that we eat. Previously, in Year 2, the children have learnt which foods are good for us and how to eat healthily. In Year 3, the learning will focus on food choices and where our food comes from. Pupils will begin to appreciate why people may make a certain food choice, be this for religious, cultural, ethical or medical reasons and how healthy these choices are.</p> <p>This unit has strong links to the Geography curriculum as pupils will use map skills to locate countries when learning about the origin of foods.</p>	<p>Concepts:</p> <p>Growth In order to survive and grow humans need the right type and amount of nutrition.</p> <p>Choices As humans, we can make choices around the food that we eat. Our growth can be affected, depending on how healthy and balanced our choices are.</p>	<p>Vocabulary:</p> <p>Diet, nutrition, protein, carbohydrate, fibre, fat vitamins, minerals, agriculture, food journey/food miles.</p> <p>Religious, cultural, ethical, medical, sensory, healthy, allergen, kosher, halal.</p>

<p>Prior Knowledge:</p> <p>Year 2 – Healthy Heroes –describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Future Knowledge:</p> <p>Year 4 – Digestion and Teeth – What happens to our food after we have eaten it? Describe the simple functions of the basic parts of the digestive system in humans.</p>		
<p>End points /by the end of this unit pupils will...</p> <ol style="list-style-type: none"> 1. Explain what the 6 nutrients are and why our bodies need them. 2. Give examples of food that contain each of these nutrients and explain how much of this food we should eat. 3. Understand that people can make food choices based on sensory, religious, cultural, ethical, health or medical reasons. 4. Understand where food comes from (fresh or processed / local or foreign production/food journeys and food miles). 			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>Know that animals and humans get their nutrition from what they eat - this is their diet.</p> <p>Understand that, as humans, we are able to make food choices depending on religious, cultural, ethical, health or medical reasons.</p>	<p>Initial assessment (mind Map) – What do you already know about food and diets?</p> <p>Prior learning: What are the different food groups? Can you name a food from each group? How much of each food should we eat? What nutrition does each type of food give us?</p> <p>We will be learning more about diets and food choices – Is there a question that you would like to find the answer to? Display questions on Tree of Knowledge.</p> <p>What is a diet and what are our reasons for food choices?</p> <p><u>Sensory:</u> e.g. Taste, appearance, smell.</p> <p><u>Religion:</u></p>	<p>What is a diet?</p> <p>Does everyone have the same diet?</p> <p>What factors influence our food choices?</p> <p>Why is some food prepared according to the rules of Halal or Kosher processes?</p> <p>What are typical foods found in other countries and cultures?</p> <p>What is an allergy?</p> <p>Why might someone choose to be a vegan or a vegetarian?</p> <p>Do the seasons or where a food is produced in the world affect availability and/or price?</p>	

	<p>e.g. Jewish Kosher diet. Muslim Halal food products.</p> <p>Fasting e.g. during Ramadan or Lent</p> <p><u>Culture:</u> e.g. Common foods from Chinese, Indian, Italian, French, Polish, British culture.</p> <p><u>Medical:</u> Allergies e.g. nuts, milk, wheat, egg. Conditions e.g. diabetes.</p> <p><u>Ethics:</u> e.g. Vegetarian, vegan, country of origin</p> <p><u>Cost</u> e.g. Caviar, Wagyu Steak</p>		
<p>2</p> <p>Identify the factors which influence our food choices – sensory (taste, texture, smell)</p> <p>Identify where our food comes from.</p>	<p>Which foods can we grow in the UK? Where do other foods come from?</p> <p><u>Food Tasting and Evaluation</u> Identify traditional foods from other countries. Locate these places on a map. Taste a variety of traditional foods from around the world. Identify likes and dislikes.</p>	<p>What foods can we grow in the UK? Do you grow any food at home? Where does the rest of our food come from? In which country do you think this food is part of the culture? Can you locate the country on a map of the world? Which foods do you like/dislike? Why?</p>	<p>Traditional foods from other countries.</p>
<p>3/4</p> <p>Identify the factors which influence our food choices – food origin/ food miles</p> <p>Identify where our food comes from.</p>	<p>Where does our food come from? Humans are omnivores – our food comes from plants and animals. Children learn about simple farming practises for chicken, cereals and dairy. Does our food come straight from the farm or is it processed in a factory?</p>	<p>Where does our food come from? How does our food get to the shops? How far does food have to travel? How does eating local, seasonal food impact on the environment?</p>	

	<p>How far does food travel? Identify where different fruits come from on a world map. Calculate how far each food has travelled. Challenge - What are the pros and cons of these food journeys?</p>		
<p>5. Identify the factors which influence our food choices - health</p> <p>Understand why the human body needs each of the different nutrients in our food.</p> <p>Disciplinary: To identify and classify – how can we group the food that we eat?</p>	<p>What are the different nutrients in our food? Which foods contain these nutrients? <u>Vitamins and minerals</u> (Fruit and vegetables) – keep us healthy and fight disease. <u>Protein</u> (meat, cheese, Quorn) – help our bodies grow and repair themselves. <u>Carbohydrates – starches</u> (potatoes, pasta, bread) - give us slow releasing energy. <u>Carbohydrates – sugars</u> (honey, sugar) – give us quick release energy <u>Fats</u> (nuts, oil, butter) – give us energy and help the body absorb vitamins <u>Fibre</u> (fruits, oats) – helps food travel through the body. <u>Water</u> – helps the body to absorb nutrients, convert food to energy, remove waste.</p>	<p>Why do our bodies need different nutrients? Can you name a food that gives you vitamins and minerals, protein, carbohydrate, fat and fibre? Are all foods good for us? How much of each of these nutrients should we eat?</p>	
<p>6. Identify the nutrients that food contains.</p> <p>Understand the need to make healthy food choices.</p>	<p>Our meals are made up of a selection of different foods. Making healthy food choices means understanding which nutrients can be gained from each food that goes into a meal. Children will record the different foods in a selection meals and then identify the different nutrients that are provided by each meal.</p> <p>Challenge –</p>	<p>Are our meals healthy? What nutrients do they contain? Do the meals contain all the nutrients that we need? What are the risks of having a poor diet?</p>	

	<p>Are there any nutrients missing from the meal? Is this a healthy meal and why? What are the risks of having a poor diet and not eating the right foods?</p>		
<p>7. Disciplinary: Gather, record and present data to help in answering a question – What would be our ideal class meal?</p>	<p>Now we know what nutrients different meals contain, can we create the ideal meal for our class? Children design and complete a class survey of favourite foods that contain each nutrient. Based on the results of the data collection children will design a class meal</p>	<p>What would be our ideal class meal? What nutrients do different foods contain? What is your favourite food? Does the meal that we have designed include healthy food choices?</p>	
<p>8. Know about personal hygiene and how to keep and prepare food hygienically.</p>	<p>Following on from prior learning in Year 2 about hygiene, pupils are to learn how food should be stored and prepared. This is in preparation for Design Technology lessons on the skills involved in food preparation. Hand Hygiene – what are germs and bacteria, what can they do to your body? How do we keep food preparation areas clean? Discuss the food standards Agency Ratings for restaurants. Highlight how certain foods need to be stored carefully e.g. milk products deteriorate in warmer temperatures. What happens to food as it deteriorates? Highlight how certain foods have to be cooked carefully e.g. chicken and mince need to be cooked thoroughly whereas steak can be rare. Children demonstrate their learning through a food hygiene display poster.</p>	<p>Why is hygiene important when preparing food? How do we store different foods? Which foods can be harmful if consumed when they are not fresh? Why do restaurants have to have a hygiene rating? How can we keep food fresh and free from harmful germs. What are sell by and use by dates? What is food poisoning?</p>	<p>Light box?</p>

